

**Title:** **From Best Practice to Every Practice: The use of Reflective Critique to engage academic staff with Internationalisation**

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### **Session Learning Outcomes**

- 1) For delegates to learn about the use of Reflective Critique as a method of engaging with and developing practitioner skills and awareness of different aspects of Internationalisation.
- 2) To engage with a mini-session on internationalisation in order to complete a personal reflective critique.
- 3) An opportunity for us as a community of practice to evaluate and hopefully enhance the reflective critique for future development and practice.

### **Session Outline**

The aim of this session is to disseminate the development and use of Reflective Critique which is one of the key methods that the Academic Development team within the University of Cumbria (UoC) uses to engage and develop academic practitioners with internationalisation. This approach to internationalisation is now done as an embedded part of all teaching and learning development rather than as a separate area of internationalisation and diversity development.

Using reflection and critique as methods that aid learning has long been a popular and effective means of developing professionals (Hughes 2009). Internationalisation is an area that academics do not necessarily engage deeply with as they are aspects outside of their main subject areas or they do not yet see the value of this to their general teaching practices.

Embedding opportunities to reflect and critique their current professional practice in these areas enable staff to see how their teaching and learning decisions can have both positive and negative impacts upon their learners and the student experience. In addition, it enables academic staff to better understand the impact that their individual approach to teaching international students have on student learning outcomes (Arenas 2009).

This educational development practice is based upon the ladder of reflection devised by Schön (1983) and goes through the stages of concept, description, reflection and then reflection in action leading to a more professional manner of engagement; in this case engagement with internationalisation and the embedding of this within everyday teaching and learning practice.

## **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

10 minute introduction

20 minute workshop activity – doing a reflective critique

15 minute evaluation, Q&A and feedback

## **References**

Arenas, E. (2009). How teachers' attitudes affect their approaches to teaching international students. *Higher Education Research & Development*, 28(6), 615-628.

Hughes, G. (2009). Talking to oneself: using autobiographical internal dialogue to critique every day and professional practice. *Journal of Reflective Practice: International and Multidisciplinary Perspectives*, 10(4), 451-463.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action* (Vol. 5126). Basic books.

## Internationalisation Workshop Personal and Professional Reflection

This workshop will include a range of activities for all staff, designed to highlight different aspects of internationalisation. In engaging in these activities you will have an opportunity to reflect upon your own practice as reflective practitioners (Schön 1983). This will hopefully help you see ways in which you can enhance your teaching through better engagement with international students or through further internationalising your practice.

### **Stage One: Action**

Think about something you have created for teaching, this could be a lesson plan, assessment or session etc.

### **Stage Two: Description**

Describe this below

### **Stage Three: Reflection**

Reflect upon the description above – what are its strengths?

Now please enter the workshop and engage with the internationalisation activities, no set order – just move around the room and go where you want to.

### **Stage Four: Reflection in action**

As you leave the workshop please further reflect upon the action stated above – **from an international focus**, how could you enhance this? What can/will you change in your own practice as a result of engaging in these activities and being a reflective practitioner?